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AUTHOR Pereira, Cecelia
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ABSTRACT

Selected characteristics and conditions of MiraCosta Adult High School Diploma Program graduates were investigated. Data were gathered from 129 respondents by a 35-item mailed questionnaire. Questions pertained to graduates' current status, analysis of their high school experience, and recommendations for improving the adult high school diploma program. The low response rate (14 percent) was due to the highly mobile graduate population, the majority of whom were members of the military. Most respondents were male. The majority used the high school diploma to secure a job or get a promotion. The majority had held one or two jobs since graduation. The basic skills class, psychology, and "all classes" were the most helpful in their jobs. An above average percentage of graduates (33 percent) were attending college, usually community colleges. The most frequent reasons for not continuing education were the need to earn money and the high cost of education. A few attended a trade, business, or night school. In postsecondary education, basic skills classes were the most helpful. The ultimate goal of the majority was a successful, self-employed profession. The majority (71 percent) were satisfied with the program. (The instrument is appended.) (YLB)

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A FOLLOW-UP STUDY OF THE GRADUATES OF MIRACOSTA ADULT HIGH SCHOOL DIPLOMA PROGRAM 1982, 1983, 1984, 1985

A Report
Presented to
the Faculty of the School of Education
San Diego State University

In Partial Fulfillment
of the Requirements for the Course
Education 795 (A and B) Seminar
Dr. R. Latta

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by
Cecelia Pereira
Spring, 1986

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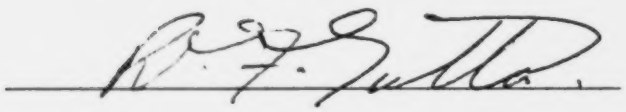
Approved by:



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CHAPTER 1

THE PROBLEM

Major forces and issues are impacting upon California high schools, whether regular, continuation or adult schools. The new strict changes in graduation requirements (Senate Bill 813) will heavily impact on future students.

While Senate Bill 813 and its resultant changes will affect all high school graduates after July 1, 1986, the Adult High School diploma programs in the state of California face other troubling issues. The lack of stability and security of funding for adult education has long been a problem. Another serious issue facing adult education is its control. Since the separation of the Community Colleges from K-12 districts in 1971, there has been a continuous debate as to which group should operate the adult high school diploma programs.

It has been predicted that the new high school graduation requirements legislated by the passage of Senate Bill 813 and effective July 1, 1986 will increase the high school dropout rate by as much as 50 percent.

If this prediction is fulfilled, an increased demand for adult high school programs is expected. Further, many students who did not receive their high school diplomas because of various reasons are discovering that in the increasingly competitive world of work, a high school diploma is becoming a necessity in order to secure meaningful employment.

As a result of the above mentioned forces, the existing adult high school programs will have to evaluate their existing programs and begin now to plan for the future.

The purpose of this follow-up study is to investigate selected characteristics and conditions of graduates of the MiraCosta Adult High School Diploma Program for the years 1982, 1983, 1984 and 1985. By investigating the results of this study, one will be better equipped to make sound and relevant decisions regarding the high school diploma program as it currently exists, to determine the needs of the high school diploma program with regard to post-secondary education and to make informed changes in the current program where they are indicated.

The graduates of a program are a valuable resource. The graduates from the years 1982-1985 are particularly valuable as they still remember their adult high school

experience. The study is especially important as, after extensive research, the researcher could find no such follow-up study done of high school diploma program graduates in the state of California. In fact, many educators who were questioned expressed great interest in the results of this particular study.

A questionnaire was developed with five sections: 1. Respondent Characteristics; 2. Employment; 3. College; 4. Training (other than college); and 5. General Information. This was mailed to the graduates of the MiraCosta Adult High School Diploma Program for the years 1982-1985; the results were then analyzed and are presented in Chapter Five.

It is presumed that the MiraCosta Adult High School Program, while serving its student population by providing the means for them to achieve their high school diploma, can improve its program as well as make provisions for the anticipated increase in student population as the result of Senate Bill 813 and its provisions for strict course requirements for the granting of a high school diploma.

With the anticipated increase in the high school drop-out rate coupled with the increased necessity for a high school diploma in securing meaningful employment, greater emphasis will be placed on adult high school

diploma programs. These programs must re-evaluate their mission and plan for the future.

The purpose of this study is to conduct a follow-up study, by questionnaire, in order to gather data.

Analysis of the responses to this questionnaire has resulted in findings, conclusions and recommendations. The results are being published and will be made available to other adult high school diploma programs. Hopefully, the results of this research many influence educators and programs in this field.

Definition of Terms

The following terms were used in this study and a knowledge of their meaning will help clarify terms and phrases used. Definitions were taken from Good's (1973) Dictionary of Education (1973).

Adult Education: Any process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills or attitudes or the process by which individuals or agencies try to improve men or women in these ways.

Adult High School Diploma Program: A program, designed with more flexibility than traditional high school programs which consists of courses by which an

adult (18 years or older) may obtain his/her high school diploma.

Business School: A combination of intensive business and/or office education designed for students who decide they are interested in the business field.

College (four-year): A college offering a four-year curriculum above the high school level.

College, community (two-year): A college typically set up to meet the educational needs of a particular community and offering two-year training either terminal or preparatory.

Diploma: A formal documentary credential given by an institution certifying completion of a curriculum.

Follow-up: 1. The process by which information as to the present status in an area of concern to the guidance or personal services of an educational institution is obtained from a student or former student; 2. A plan establishing the relationship between employment and vocational training received by the graduate.

Follow-up Study: A study made to achieve one or more of the following purposes: a. to determine the effectiveness of a guidance program; b. to obtain a realistic picture of what lies ahead for present students; c. to help former students reappraise their educational and vocational plans; d. to appraise the

school's program; e. to obtain ideas for improving the program; and f. to obtain information that the school requires to adapt its adult education program to meet, more efficiently, the needs of its students and the community.

High School: The school division following the elementary school, comprising most often grades nine to twelve or grades seven to twelve: syn.: secondary school.

Trade School: A public or private vocational school that trains youth and adults in skills, technical knowledge, related industrial information and job judgement necessary for success in one or more skilled trades.

Respondent: Any recipient of a questionnaire who replies to said questionnaire.

Limitations of the Study

1. The initial count in the sampling exceeded the final count used in the study due to partial return of the questionnaires. The questionnaires were not returned due to a. inability to deliver to graduate; b. failure of student's parents/guardians to forward questionnaire; c. the graduate not wishing to fill out and to return the questionnaire.

2. Bias may have been caused by the respondent answering the questions as he/she "thought" they should be answered rather than indicating his/her true feelings.

3. The questionnaire instrument itself may be contaminated by the bias of the researcher.

4. The wording of the questionnaire may not have conveyed the same meaning to all readers.

5. There was great difficulty in obtaining addresses for graduates as no list was available. Therefore, to discover permanent addresses, each graduate's permanent records had to be searched. Some graduates were not included in the study because a mailing address could not be determined.

Organization and Review of the Remainder of the Study

Chapter 2 is devoted to a review of the literature pertaining to adult high school diploma programs as well as a description of the particular program operated by MiraCosta College.

Chapter 3 explains the methods and procedures used in developing, conducting and reporting the research investigation. This chapter describes the population, the sampling, the instrument, the data collecting procedure and the methods of tabulation, processing and analyzing the data.

Chapter 4 analyzes the data based on questionnaire responses to the sub-problems.

Chapter 5 contains a summary of the findings, conclusions and recommendations which affect the adult high school diploma program as were found in the scope of this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This study addresses the problem of gathering sufficient data to effectively analyze a sample of persons who graduated from the MiraCosta Adult High School Diploma Program in the years 1982, 1983, 1984 and 1985. This chapter reviews the literature related to the research problem and is divided into five sections. The first, the history of adult education in California, the second the history and purpose and current organization of the MiraCosta Adult High School Diploma Program, the third section deals with the issues affecting adult education; Proposition 13; the question of control of adult education and Senate Bill 813, the fourth section deals with additional information and the fifth section is a summary.

Adult Education: History of in California

In California, adult education began in the City of San Francisco in 1856 in the basement of Saint Mary's Cathedral when the San Francisco Board of Education established its first adult evening school with 300

students. This expanded, 1878-1887, to other communities--Los Angeles, Oakland, San Jose. The classes offered were ones in basic education (Price, 1985).

In 1907, the California Supreme Court established adult education as a separate entity and provided funding for it. The Smith-Lever Act of 1914 and the George-Deen Act of 1937 provided further fiscal support. Adult Education currently is authorized by law under two documents: the Education Code and the California Administrative Code, Title 5. Through the program of adult education, adults are provided with the assurance that they may obtain the knowledge and the proficiency in skills that will allow then to become better individuals, better employees, better citizens, better parents.

The mission of Adult Education was established during and following World War I and remains essentially the same today; it is:

1. Educated citizens are required for positive community development;
2. The process of change necessitates a need for life-long learning to keep up with such involvements;
3. Economic, social and environmental factors impact on the learning process.

4. Optimum benefit to and for the community can best be effected by a cooperative employment of all public resources. (California State Department of Education, Handbook on Adult Education in California, 1978)

During the late 19th century adult education also became involved in the provision of vocational and technical programs which were found to be necessary due to the great technological growth within the state.

As the population of the state increased, the scope of adult education was expanded to include social, cultural and vocational skills as well as academics. (This research will focus only on the academic aspect of Adult Education with emphasis on the MiraCosta Adult High School Diploma Program.)

In 1926, a state plan for Adult Education was adopted which gave public recognition to Adult Education as a separate educational entity. The Division of Adult Education was added to the California State Department of Education in 1927.

During the Depression and following World War II, the adult schools expanded their area of concern to address the needs of the times as well as to serve the community for "community betterment" as stipulated in the State Plan for Adult Education.

By 1950 the state of California was serving over 900,000 adults in a myriad of adult education programs (Price, 1985).

The federally-adopted Elementary and Secondary Act of 1965 as well as the Adult Basic Education Act of 1966 re-affirmed the goals of adult education--to increase the education of adults in order to attempt to minimize poverty and maximize employment.

Adult education continued to grow in the 70s until it, as well as all other areas of education, was impacted by Proposition 13 (the Jarvis-Gann Initiative) in 1978. Adult Education became the "step-child" as the majority of funds, greatly reduced because of a decrease in local property taxes, were directed toward elementary and secondary education (Price, 1985).

In 1980, Assembly Bill 2196 was passed which established the current structure of adult education for the state of California. In it, state funding may be allocated to the following areas:

1. Parenting
2. Elementary and Secondary basic skills and other courses and classes required for the high school diploma
3. English as a second language
4. Citizenship for immigrants

5. Substantially handicapped
6. Short-term vocational programs with high employment potential
7. Older adults
8. Apprentices
9. Home economics
10. Health and Safety Education

The impact of Proposition 13 was just beginning to be absorbed when Senate Bill 813 was enacted in 1983 which limited growth in ADA (average daily allowance) to 2 1/2 percent. The present problems facing Adult Education are:

1. Credentialing
2. Influx of refugees and immigrants
3. Funding stability
4. Establishing new programs and expanding small programs
5. Locus of control for adult education (community colleges/K-12 systems)

Adult education in the 20th century will continue to grow and to adapt itself to the continuing changes and needs of society. As stated in John Naisbitt's book, Megatrends,

> "In Education we are moving from the short-term consideration of completing our training at the end of high school or college to lifelong education and retraining."

Adult Education has been an important part of public education in California since 1856 and will continue to fill the growing need for residents of the state.

The History and Purpose of the MiraCosta Adult High School Diploma Program

MiraCosta College began its Adult High School Diploma Program (AHSDP) at Oceanside High School in 1972. It was requested that they take the program over by the Oceanside-Carlsbad Unified School District when that district was divided into two districts, the Oceanside Unified School District and the Carlsbad Unified School District. In 1977, at the request of the United States Marine Corps and under an agreement with Fallbrook Unified School District (which is responsible for secondary education on Camp Pendleton), MiraCosta College took over the AHSDP program on Camp Pendleton previously operated by the Army-Navy Academy of Carlsbad, California.

The MiraCosta AHSDP is essentially the same today as it was when it began its operations with modifications and changes made to meet new state requirements (adoption of the Competency Test and compliance with new graduation requirements established by Senate Bill 813, 1983).

In order to receive a diploma from MiraCosta AHSDP, one must be over 18 years of age and not enrolled in a public day school program (there are some exceptions to this rule). Classes are held at night at Oceanside High School and at various locations on Camp Pendleton during the day as well as at night. The program on Camp Pendleton is not limited to military personnel but all who qualify may enroll.

In order to receive a diploma, the student must have compiled 160 units, have a reading score of 8.0 or above (as tested on the Nelson A or B reading tests), have completed at least 10 units of the 160 units in the MiraCosta program to satisfy residency requirements and must meet the minimum competency requirements in reading, writing and computational skills.

The present requirements are:

30 units	English
10 units	United States History and Geography
10 units	United States Government*
10 units	Mathematics
10 units	Science
10 units	Elective
160 units	

*Sociology/Psychology/Economics may be substituted for 5 units.

Under the new requirements stipulated in Senate Bill 813 (1983), the requirements for graduation, effective July 1, 1986, are as follows:

30 units	English
10 units	United States History and Geography
5 units	United States Government

5 units	Economics
20 units	Mathematics
20 units	Science
10 units	World History and Geography
10 units	Fine Arts/Foreign Language
50 units	Electives
160 units	

Upon entering the program the student requests a copy of his/her transcript(s) from their previous high school(s) as well as a copy of the GED (General Education Development test) scores if applicable. When the transcripts are received, the records evaluator from the Admissions and Records Department of MiraCosta College determines what units the student has already completed and what classes he/she must take to satisfy the requirements for graduation. Some of the credits needed for completion may be acquired by taking all or part of the GED test. Additional units may also be acquired by attendance at military schools and/or certain employment situations. The eligibility of the above to qualify as credit toward graduation is determined by a fully trained records evaluator.

MiraCosta AHSDP offers the following courses. Each course is five units.

Basic Skills - English/Reading
Basic Skills - Mathematics/Science
United States History and Geography I
United States History and Geography II
United States Government
Economics
World History and Geography I
World History and Geography II
Fine Arts

As previously stated the classes are offered at various locations on Camp Pendleton and the student may attend full-time (four classes) or may attend part-time (one or more classes).

The instructors for the program are all part-time employees and all hold the California Community College's Certificate of Qualifications for Teachers of Classes for Adults.

Vital Issues Affecting Adult Education

There are three important issues which have and are continuing to impact on today's adult learner, particularly on the adults enrolled in the adult high school diploma program.

Proposition 13

In 1978, California voters passed a tax initiative called Proposition 13 (the Jarvis-Gann Initiative). The proposition froze property taxes at one percent of the 1975-76 market values. These new property tax rates may not be increased by more than two percent unless there is a transfer of property ownership.

Proposition 13, further, only permits increases in state taxes--except for property taxes--if approved by two-thirds of both houses of the legislature, and only

permits increases in local taxes--other than property taxes--if approved by two-thirds of the electorate. In the very beginning 1978-79, Proposition 13 cut local revenue by about seven billion dollars (Lewis, 1981).

Proposition 13 was a great shock to California's educational funding for, in effect, the state controls all school financing. Due to the decrease in local property tax funds available and to the decisions of local districts on how to disperse state surplus monies through "block grants," many adult programs were drastically reduced and little or no attention was paid to Senate Bill 1641 which established a separate revenue limit for Adult Education (ADA at 5 percent) and further stated that all funds generated by adult education must be used in adult education.

The lack of security/stability of funding for adult education has long been a problem, further exacerbated by the limits previously mentioned established by Senate Bill 813 as well as by the fact that <u>each year</u> there is the seemingly constant question of whether or not funds will be made available for adult programs. The legislature must establish some form of long range fiscal plan to support Senate Bill 813 and other legislation regarding education.

The funds generated by the newly established (1985) California State Lottery will certainly be welcome, but it is uncertain funding at best.

Control of Adult Education

The locus of who controls adult education--community colleges or the K-12 districts has recently become a major issue in educational discussions.

In the beginning K-12, adult education and community colleges were administered under a central office. With the separation in 1971 of educational systems into separate districts: elementary districts, secondary districts, unified (K-12) districts and community college districts the question of administration of adult education has arisen. Efforts have been made to clarify the mission of the groups (Regional Adult Vocational Council established in Assembly Bill 1821 as well as the (Senator) Behr Report). The conflict has been greatly aggravated by the 1984 policy statement from the Board of Governors of the California Community Colleges which stated that "Community Colleges are to be the Primary and Presumptive Deliverer of Remedial Education and Vocational Education for Adults in California" as well as recommendation #19 attached to Senate Bill 813 by the California Commission on School Governance and Management

in 1985 which stated "The state should consider assigning the responsibility for all adult education to the community colleges" (Price, 1985). The State Superintendent of Public Instruction has gone on record in a minority report responding to the recommendation of the California Commission as opposing recommendation 19. As this conflict is clearly over funding, the battle will continue (Hopp, 1985). The conflict, however, heavily impacts upon adult education.

Senate Bill 813

The impact of SB 813 on adult education is tremendous. In it, existing graduation requirements are repealed and effective in the 1986-87 school year new requirements for the receipt of a high school diploma are established. This in effect will establish a more uniform meaning within the state to a high school diploma. The bill has set new specifics with regard to courses and to course content which must be met prior to a diploma being issued.

These new and exacting requirements will create greater expectations for all students. This is based on the theory that greater expectations will result in the student rising to meet these demands. It should be realized, however, that for a significant number of

"marginal" students, who for a variety of reasons fail courses and are labeled "at risk," these new, more stringent requirements will prove to be a great impediment to graduation and thus the dropout rate may increase.

In John Naisbitt's Megatrends published in 1984, he states that "In the bellwether state of California the dropout rate increased 83 percent during the 1970s and now is three times the national average." In 1986 the City of San Diego, California recently established a task force to investigate and study the problem of dropouts. This after figures for 1982-83 indicated the dropout rate was 45 percent or 1,600 students, and the City of Carlsbad, California, Board of Education created in March, 1986 a new administrative position dealing with students "at risk."

While educators generally greet these new requirements favorably they are also predicting that the dropout rate may reach as high as that of the 50s and 60s when the national dropout rate level was 50 percent which, considering the fact that the new requirements for graduation are similar to those in effect in the 50s, does not seem unreasonable. In addition to the higher requirements one must also take into consideration the fact that the previously mentioned financial constraints

placed upon the districts do not allow them to offer extended periods in which students could be given the opportunity to make up deficient subjects (Jones, 1985).

Currently, in many districts, students are not expected to meet the existing requirements for graduation or who need remediation in certain subjects are being referred to adult education. With the increased requirements these referrals are expected to increase.

A recent study by the National Center for Educational Statistics has predicted that high school enrollment will drop about ten percent within the next eight years. College enrollment is expected to drop about four percent within the same period while adult education is expected to increase by 35 percent! In the 1983-84 school year were more than half a million students enrolled in the state of California in basic skills classes (Jones, 1985).

Clearly, faced with these issues, adult education must re-evaluate its mission as well as prepare for the future. One of the greatest assets of adult education has been its flexibility; it must exercise this flexibility now.

> "Adult education is being seen today as a savior of high-risk and drop-out youth. By tradition, the mission of adult education has been to give people a second chance to achieve that most important of all educational milestones, the high

> school diploma. Adult education will provide a second chance to teens who are in danger of not graduating" (Jones, 1985).

Additional Information

When the topic of this subject was proposed the researcher was not aware that to the best of her knowledge a project such as this had not been attempted before in the state of California, or if it had been attempted, it has not been documented. This fact was, in itself, a challenge. It necessitated using the telephone as a research tool as well as the library.

There have been many follow-up studies of continuation high school graduates, most notable being that of Robert V. Lewis. His dissertation A Follow-up Study of Continuation and Comprehensive High School Graduates of 1975 has been most useful to the researcher from an organizational view rather than from an informational one. Eldon A. Jacob's dissertation A Study of Continuation Education Projections in San Diego County, California, 1976 and Robert G. Shannon's dissertation, An Analysis of Newly Established Continuation Education Programs in Six Southern California Counties, 1970 were also helpful to the researcher.

It should be noted here, however, that most beneficial information that the researcher received was

acquired by telephone from various educators throughout the state. All were most willing to be of assistance and mailed to the researcher any questionnaires and copies of the data analysis from said questionnaires.

The persons contacted and services provided by those contacted are as follows:

1. Busch, Leonard; Grossmont High School, San Diego, California (Survey done of graduates in 1986--adult students not included)

2. Boodry, Carla; Carlsbad High School, Carlsbad, California (Provided questionnaires and data analysis from follow-up studies done at Carlsbad High School, 1982 and 1984)

3. Cornett, Donald; President of CCEA, Vista High School, Bakersfield, California (No study has been done of Adult High School graduates to his knowledge)

4. Crutchfield, Juliet E.; Consultant, Adult Education Program Services, California State Department of Education, Sacramento, California (Adult Education graduates in the state of California--1984-84)

5. Jorgensen, Sharalee; Director, Adult Education Program, MiraCosta College, Oceanside, California (Provided information regarding history and purpose of MiraCosta Adult High School Diploma Program)

6. Kastelic, Rudolph; Sweetwater High School, San Diego, California (Study was done 5-6 years ago by Bob Geyer--no information on file at school)

7. Lawrence, Raymond; Escondido High School, Escondido, California (Referred researcher to Robert Lewis)

8. Lewis, Robert; Valley High School, Escondido, California (Provided all materials--reference--used in writing of Doctoral Dissertation as well as a copy of the Dissertation)

9. Ludy, Angela; Ocean Shores High School, Oceanside, California (Referred to Lewis' research)

10. Mayfield, Lynne; San Diego Community College, San Diego, California (No survey of former students)

11. Miller, Marilyn; Vista Unified School District, Vista, California (Referred to Sonja Reed)

12. Norling, Walter; San Dieguito Adult School, Encinitas, California (No survey of former students)

13. Reed, Sonja; Vista Unified School District, Vista, California (Provided questionnaire and data analysis of 1984 graduate survey)

14. Styles, Richard; Consultant, Adult Education, State Department of Education, Sacramento, California (No study done on adult students)

15. Spies, Edward; Sweetwater High School (retired) (Study done but files destroyed upon retirement)

16. Volbrecht, Clark; La Palma, Carlsbad, California (No study done)

17. Zinner, Jane; Dissimination Network for Adult Education, Burlingame, California (No knowledge of any survey of adult students)

Summary

According to On Adult Learning, Office of Vocational and Adult Education, Department of Education, Washington D.C. (1985), in 1984 nearly 633,000 adults participated in state-administered adult education programs in the United States. Of these, ten percent participated in Adult Secondary Education. Further, according to these most recent statistics, four-fifths of adult education participants enrolled in these programs to improve their education which was a ten percent increase over 1972.

Of the nearly 2.3 million people now participating in an adult education program, 117,000 got a job in 1981 as a direct result of being in the program. Approximately 74,000 were promoted to better jobs and of those enrolled in adult education classes, nearly 38,000 were removed from welfare rolls (Department of Education, On Adult Learning, 1985).

With the impact of Proposition 13, the continuing struggle for control of adult education and the new graduation requirements to be imposed by Senate Bill 813 in July of 1986, it appears certain that there will be a dramatic increase in the number of students enrolled in adult education. Because of these factors we need to further investigate specific area of adult education with an eye to improvement and/or change.

The follow-up study is a sound tool to be used to investigate post-adult school conditions, characteristics and opinions of former adult school graduates relative to current adult school programs. This follow-up study may be used to identify specific areas for change/ improvement. A soundly designed questionnaire is an important tool in data collection for such a follow-up study.

Further, as a result of the telephone survey mentioned previously it has been found that no such study has been done in the state of California.

CHAPTER 3

PROCEDURES

The specific detailed steps of how the study was conducted are presented in this chapter. This chapter defines the sources of information and the data collection procedures.

Restatement of Research Purpose

The purpose of this study was to examine data which reflected the responses of MiraCosta Adult High School Diploma graduates for the years 1982, 1983, 1984 and 1985. Questions relating to thirty-five sub-problems were asked of the graduates and these sub-problem responses were then analyzed.

Sources of Information

Population. The 1982, 1983, 1984 and 1985 graduates from the MiraCosta Adult High School Diploma Program (AHSDP) located at Oceanside High School and on Camp Pendleton in California comprised the population of this

study. Both facilities are located in the northern part of San Diego County, California.

The Sample. For the years 1982, 1983, 1984 and 1985 there were a total of 1,274 graduates of the MiraCosta AHSDP. This group includes both graduates from the Oceanside High site as well as the Camp Pendleton site. Because of the difficulty in finding permanent addresses for the graduates, a total of 914 questionnaires were mailed out. This is a difference of 360 graduates.

Student permanent records. MiraCosta College keeps the permanent records of its graduates for three years. Permission was granted by the college to the researcher to use these records. These records are contained in a series of binders and each students' file contains about 6 pages of information. There were a total of nineteen binders for the years 1982-1985 and because there is no list available of past graduates' names and addresses, it was necessary for the researcher to spend a minimum of one and a half hours per binder.

Due to the difficulty anticipated by the researcher in contacting, by mail, a population which includes a large portion, which, by necessity (the members of the Armed Forces) is highly mobile, the researcher used only graduates for whom a permanent home address could be

found thus resulting in the loss of 360 graduates to the study.

Data Collection Procedure

Approval for conducting the follow-up study was received from MiraCosta College.

The researcher made out all of the address labels. The school (MiraCosta) paid for the printing of the three-page, 35-item questionnaire, the cover letter (printed on MiraCosta letterhead) and the business reply envelopes which were included in each package mailed as well as the first class postage for 914 questionnaires.

The questionnaire instrument was refined and validated by having selected classes of current MiraCosta adult high school diploma students complete the questionnaire.

The questionnaire was primarily developed by examining many high school and continuation school questionnaires and adapting and implementing the format.

The questionnaire was divided into five sections with thirty-five (35) subsections.

Sections
I. Respondent Characteristics
II. Employment
III. College
IV. Training (other than college)
V. General Information

Of the 914 questionnaires mailed to the graduates of the MiraCosta AHSDP, 129 (or 14 percent) were returned, 200 (or 22 percent) were returned as undeliverable and 585 (or 64 percent) were not returned.

CHAPTER 4

FINDINGS OF THE STUDY

The purpose of this study was to investigate selected characteristics of the MiraCosta Adult High School Diploma Program graduates for the years 1982-1985. Each of the 129 respondents were asked to answer 35 questions on a questionnaire revealing their current status, their analysis of their high school experience, and recommendations for improving the adult high school diploma program as operated by MiraCosta College.

Some of the frequencies of the answers were greater or less than the actual number of respondents that were expected to answer a particular item on the questionnaire. This type of anomaly occurred because the respondent either did not answer certain items or answered more than one option.

Findings Related to the Sub-problems

Section I - Respondent Characteristics

1. What year did you graduate from MiraCosta Adult High School Diploma Program?

   There were 129 responses to this question.

   1985 - 44 (or 34 percent)

   1984 - 36 (or 28 percent)

   1983 - 35 (or 27 percent)

   1982 - 14 (or 11 percent)

2. How old were you when you began the program?

   There were 128 responses to this question.

   The average age of the respondent was 22 years.

   The youngest respondent was 16 years old.

   The oldest respondent was 56 years old.

3. How many classes did you take from MiraCosta?

   There were 117 responses to this question.

   The average number of classes taken was 4.

   The fewest classes taken were 2.

   The most classes taken were 10.

4. How long did it take you to complete the program?

   There were 105 responses to this question.

   The average length of time was 3 months or 12 weeks (2 class sessions).

   The least amount of time was 6 weeks.

   The greatest amount of time was 5 years.

5. At what location did you take the majority of classes?

   There were 126 responses to this question.

   Camp Pendleton - 87 (or 69 percent)

   Oceanside High School - 36 (or 29 percent)

   MiraCosta College - 3 (or 2 percent)

6. What have you been doing since high school? (Check all that apply)

   There were 238 responses to this question.

   Working (full-time) - 74 (or 31 percent)

   Working (part-time) - 32 (or 13 percent)

   School (full-time) - 17 (or 7 percent)

   School (part-time) - 32 (or 13 percent)

Unemployed	-	15 (or 6 percent)
		1 student/unemployed
		2 homemaker/unemployed
		8 once unemployed/ now employed
		4 unemployed
Military	-	40 (or 17 percent)
	-	37 - USMC
		1 - USN
		1 - USNR
		1 - USAR
Homemaker	-	20 (or 8 percent)
Self-employed	-	8 (or 3 percent)

7. Sex/Age

There were 129 responses to this question.

Male - 92 (or 71 percent)

Female - 37 (or 29 percent)

There were 124 responses to this question.

Average age of respondent

Youngest respondent - 17

Oldest respondent - 58

8. Ethnic Background

There were 129 responses to this question.

Spanish surname	14 (or 11 percent)
American Negro	12 (or 9 percent)
Oriental	11 (or 9 percent)
American Indian	1 (or .8 percent)
Filipino	2 (or 1.6 percent)
Caucasian/other	87 (or 67 percent)
Puerto Rican	1 (or .8 percent)
Jamaican	1 (or .8 percent)

9. What specific value has your high school diploma been to you or what specific use have you made of it? (Check all that apply)

There were 275 responses to this question.

Used to get a job	56 (or 21 percent)
Used to get a promotion	62 (or 24 percent)
Military	29
Civilian	33
Used it to enter college	35 (or 13 percent)
No use	12 (or 4 percent)
Other	49 (or 18 percent)
Self-satisfaction/pride	- 42
Trade school	- 5
College later	- 13

SECTION II - EMPLOYMENT

10. Has your major activity since graduation been working?

There were 107 responses to this question.

Yes - 78 (or 73 percent)

No - 29 (or 27 percent)

11. In what type of business or industry have you been in?

There were 96 responses to this question.

Clerical	5
Craftsman	9
Farmer/Landscaper	2
Laborer	24
Military	16
Professional I	9
Proprietor/Owner	1
Protective Services	8
Sales	12
Services	9
Unemployed	1

The list of positions included under the job descriptions above is found in Appendix D.

12. How many jobs have you have since graduation?
There were 66 responses to this question. The average number of jobs held by the respondents was 2.6 positions.

No. of jobs	Responses
1	22
2	14
3	17
4	5
5	5
7	1
10	2

13. What is your current job name or title?
This information is covered in question 11.

14. What MiraCosta courses or experiences (if any) helped you in your job?
There were 82 responses to this question.
(a) Most helpful--

Course	Responses
Basic Skills	43
Psychology	11
All classes	6

History	5
Sociology	4
Government	4
Typing	2

Experiences	Responses
Teachers	4
Learning how to deal with people	3
Self-discipline	2

(b) Second Most Helpful--

There were 32 responses to this question.

Courses	Responses
Basic Skills	14
Mathematics	8
History	5
Government	6
Psychology	2
Sociology	1

(c) Least Helpful

There were 38 responses to this question.

History	9
Government	8
Basic Skills	6
None	5
Mathematics	4

Sociology	4
Psychology	2

15. Is your current job one you chose to pursue while you were in high school?

There were 87 responses to this job.

	Responses
Yes	24 (or 28 percent)
No	63 (or 72 percent)

16. Have you been trained in any apprenticeship program(s)? If so, what type?

There were 26 responses to this question.

The apprenticeship programs attended were:

Program	Responses
Auto Repair	1
Beautician	2
Carpentry/Construction	3
Chef Apprentice	1
Counseling	1
Data Processing	2
Drafting/Surveying	1
Electrical	2
Glassblowing	1
Machinist	2

Masonry	2
Nurse Aide	1
Punch Press	1
Safety Equipment	1
Shoe Fitting	1
Water Maintenance	1
Welding	3

SECTION III - COLLEGE

17. Has your major activity since graduation been as a student in a two-year or four-year college?

There were 93 responses to this question.

Answer	Responses
No	62 (or 67 percent)
Yes	31 (or 33 percent)
Full-time	14
Part-time	17

18. Did your classes at MiraCosta encourage you to continue your education?

There were 55 responses to this question.

Answer	Responses
Yes	45 (or 82 percent)
No	10 (or 18 percent)

19. When did you decide to go to college?

There were 45 responses to this question.

Answer	Responses
Before entering AHSDP	6 (or 13 percent)
After entering AHSDP	39 (or 87 percent)

20. What is the name of your college or university?

There were 35 responses to this question.

Of the respondents, 6 attended or were attending a college or university and 29 attended or were attending a community college. See Appendix E for names of schools respondents attended.

21. What is your major?

There were 28 responses to this question.

Answer	Responses
Accounting	1
Aerospace Engineering	2
Agri-Business	1
Art	1
Business/Management	6
Computer Technology	3
Education	3
Electronic Engineering	2

Nursing	3
Mathematics	1
Police Science	1
Undecided	5

22. What specific job, if any, are you training for?

There were 13 responses to this question.

Answer	Responses
Computer Programmer	2
CPA	1
Drafting	1
Education (teaching)	3
Electronic Engineer	2
LVN	1
Marine Officer	1
State Police	1
Space Program	1

23. What MiraCosta courses or experiences (if any) helped you in your studies?

There were 36 responses to this question.

(a) Most Helpful

Course	Response
Basic Skills	12
Government	6

History	4
Psychology	1

(b) Second Most Helpful

Course	Response
Basic Skills	6
Government	1
Psychology	1

(c) Least Helpful

Course	Response
History	2
Government	1
Sociology	1
Basic Skills	1

SECTION IV - TRAINING (OTHER THAN COLLEGE)

24. Since graduation, have you attended a trade, business or night school?

There were 113 responses to this question.

Answer	Responses
Yes	29 (or 26 percent)
No	84 (or 74 percent)

25. Name of school(s).

There were 17 responses to this question.

The trade, business or night schools attended by the respondents are listed in Appendix F.

26. Job or skills studied.

There were 18 responses to this question.

The skills listed are:

Skills	Responses
Auto Technology	2
Cosmetology	2
Data Processing	2
Drafting	1
Electronics	3
Medical Lab Assistant	1
Phone Installation	1
Printing	1
Radio Announcing	1
Real Estate	1
Welding	3

27. Types of certificate(s) or license(s) earned.

There were 19 responses to this question.

Answer	Responses
Certified Police Officer	2
Certification	8
Cosmetology license	2
Diploma	3
Driver's license	2
FCC license	1
Real Estate license	1

28. What MiraCosta classes or experiences (if any) helped you in this training?

There were 21 responses to this question.

	Answer	Response(s)
(a)	The most helpful:	
	Basic Skills	8
	All classes	4
	Government	1
(b)	Second most helpful:	
	Basic Skills	2
	History	1
	Government	1
	Sociology	1

(c) Least helpful

Basic skills	2
Government	1

SECTION V - GENERAL INFORMATION

29. What is your ultimate occupational objective?

There were 120 responses to this question.

Answer	Response(s)
To be successful	19
To own my own business	18
Medical field	7
To retire from military service	7
To obtain a BA	7
Craftsman	12
Professional I	31
Protective service	4
Services	9
Undecided	6

30. Are you preparing for this objective in your current job or college major?

There were 109 responses to this question.

Answer	Responses
Yes	75 (or 69 percent)
No	34 (or 31 percent)

31. If you quit college or are not continuing your education, please give the reason(s). (Please check all that apply.)

There were 145 responses to this question.

Answer	Response
(a) Too busy	37
(b) Too expensive	32
(c) Waste of time	5
(d) Not smart enough	2
(e) Got married	14
(f) Can earn more money on the job	18
(g) Other	37
1. Will continue at a later date	22
2. Children	9
3. Transportation	3
4. Responsibility to family	2
5. Disability	1

32. If you left school, do you plan to return?

There were 71 responses to this question.

Answer	Response(s)
Yes	63 (or 89 percent)
No	8 (or 11 percent)

33. What is the most serious problem that you are facing now? (Check one or more.)

There were 138 responses to this question.

Answers	Response(s)
a. Unemployment	10
b. Need more money	72
c. Family conflict	7
d. Lack of job skills	32
e. Health	2
f. Other	15
Lack of time	9
Children	4
Lack of jobs	1
Disability	1

34. How could the MiraCosta program have helped you more?

There were 87 responses to this question.

Answer	Response(s)
Satisfied with program	62 (or 71 percent)
Offer vocational classes	6 (or 7 percent)
More strenuous academically	5 (or 6 percent)
Counseling offered more frequently and earlier in program	4 (or 5 percent)
Greater variety of classes	3 (or 3 percent)
Offer college classes	3 (or 3 percent)
End classes at OHS earlier	2 (or 2 percent)
Offer computer classes	1 (or 1 percent)
Offer prep classes for SAT, CLEP	1 (or 1 percent)

35. We would welcome any additional comments you would like to make.

There were 174 responses to this question.

Answers	Response(s)
Thank you	50 (or 29 percent)
Made me believe I could/ can succeed	37 (or 21 percent)

I wouldn't have finished except for this second chance	36 (or 21 percent)
The teachers took the time to help	27 (or 16 percent)
The Marine Corps should allow more people to attend	9 (or 5 percent)
There should be more publicity	6 (or 3 percent)
Great that the Marine Corps allowed men to go	3 (or 2 percent)
Teachers didn't care/ become involved	3 (or 2 percent)
Child care should be offered at OHS	1 (or .6 percent)
Offer Adult High School Overseas	1 (or .6 percent)
Offer AHSDP at all USMC bases	1 (or .6 percent)

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this follow-up study is to investigate selected characteristics and conditions of graduates of the MiraCosta Adult Education Program for the years 1982, 1983, 1984 and 1985. By analyzing the findings of this study, the decision-maker will be better prepared to make sound and relevant decisions related to effective adult high school diploma programs.

The data was gathered by the use of a 35-item mailed questionnaire. The data was tabulated and analyzed in terms of the 35 sub-problems.

This chapter discusses the findings, conclusions and recommendations based on the findings in Chapter 4.

Conclusions

Data Collection

This study revealed some sampling problems generally associated with gathering data by means of a mailed

questionnaire. Only about one in seven returned the questionnaire. However, this problem was predicted due to the highly mobile population represented by the graduates. The majority of the students in the MiraCosta Adult High School Diploma Program are members of the military.

Further, it was difficult to locate permanent addresses for the graduates as no updated list existed.

Key Characteristics

The percentage of Caucasians who responded to the questionnaire was similar to the percentage of Caucasians enrolled in any one of the diploma program classes. No records regarding race are kept by the MiraCosta Adult High School Diploma Program.

Most of the respondents were engaged in the expected and traditional activities of working and going to school.

There were considerably more male respondents than female. This, however, was expected as the majority of the armed forces personnel are male.

The most frequently mentioned problem facing the graduate was the lack of sufficient funds to maintain a desired standard of living. This is an understandable

conclusion in light of the high cost of living in northern San Diego County.

The majority of the students used the high school diploma to either secure a job or to get a promotion. This reflects the increased requirements for securing employment, as well as the Marine Corps requirement of a high school diploma in order to re-enlist for a second time.

It should also be noted that a large group of respondents said that their achievement was a source of pride and of self-satisfaction.

Employment

Most graduates are employed in full-time jobs. Most held jobs that were traditional to their sex. Most of the males were members of the military, craftsmen, laborers or in sales or service related professions. The limited number of women who responded were either homemakers, clerical or involved in sales or service positions.

The majority of respondents had held one of two jobs since graduation. This indicates some stability which may be indicative of the respondents deciding what they wanted to do before they went job hunting.

Of the respondents who indicated that they had been unemployed since graduation, only two were unemployed at the time of filling out the questionnaire. This is a very positive statistic.

The Basic Skills class, Psychology and "all classes" were the high school diploma courses considered to be the most helpful in their jobs, while history and government ranked the least helpful in preparation for work.

Only 23 respondents or one percent had attended any apprentice training. The majority of those attending went through training which specifically trained them for a particular job/skill.

College

An above average percentage of graduates are attending college, either full-time or part-time (33 percent). When one considers that these respondents were formerly high school dropouts, this is a very high number.

The majority stated that the MiraCosta Adult High School Program encouraged them to attend college. Further, 87 percent said that their decision to attend college was made after they completed the MiraCosta program.

The majority of the respondents are attending community colleges. As this survey contacted only students graduating within the last four years, it is assumed that these respondents had not yet completed the two-year course of study of the community colleges and had not yet transferred to a four-year institution and/or that the Associates Degree was their ultimate goal.

The most frequent reason for the respondents not continuing post-high school formal education were the need to earn money on the job and the high cost of education. Of the respondents not currently attending post-secondary education, 22 said that they had future plans to do so.

Basic Skills classes were the most helpful to the continuing student while History classes were listed as the least helpful.

Training

Few respondents attended a trade, business or night school post-graduation. Those who did attend specialized schools did so to acquire a specific skill.

The most helpful classes for those who responded were the Basic Skills class and "all classes." The least helpful were Basic Skills and Government.

General Information

The majority of the respondents' ultimate occupational goal was that of a successful, self-employed professional. Further, the majority of respondents stated that they were preparing for this objective in their present occupation or schooling.

The most serious problems faced by the respondents were the need for more money as well as lack of job skills.

The majority of the respondents were satisfied with the MiraCosta Adult High School Diploma Program (71 percent).

It is significant that in the area left for the respondents' comments that there were 150 responses indicating thanks, appreciation for the program and for the teachers' help. There were many teachers who were thanked, by name, for their help. Many of the respondents indicated that they were now much more self-confident because of this educational experience. Again, it must be taken into consideration that these respondents were dropouts and it follows that their self-esteem, self-confidence was low. Many believed and/or were told that they "would never make it" so beside teaching subject matter, the instructors also had to teach "success"--an incredibly difficult task.

Recommendations

Based on the findings of Chapter 4 and the conclusions of this chapter, the following recommendations are suggested for improving the MiraCosta Adult Education Program as well as similar programs.

Teachers must be made aware that they, more than any other member of the staff, influence the student's future. They must realize the importance of being caring and conscientious when attempting to motivate the student. In-service workshops should be routinely offered to remind teachers of motivational strategies, to share successful methods with each other and for commendation and encouragement. This is especially important in a program where all of the instructors are part-time employees and where they do not enjoy the close-knit faculty atmosphere one experiences when all instructors are teaching at a single site. It is very important that the instructors feel a part of a team and that their dedication is rewarded.

The classroom instructors should also be recognized as a key to a sound and effective guidance program. In-service workshops for instructors by counselors to meet this need should be held regularly.

More information should be made available to the instructors to pass on to their students regarding local trade and vocational schools. This could be accomplished at the counselor/instructor in-service and updated as necessary. It is further suggested that the instructor be paid for all in-service time.

At least one follow-up study of graduates should be conducted every five years. This becomes increasingly important with the July, 1986 (SB 813) changes in Graduation requirements. Evaluation will be needed regarding the newly instituted classes. The results of these studies should be adequately responded to and published. Student opinion surveys should be routinely conducted. These surveys should help the student to have a comfortable sense of management participation and should certainly help the decision-maker design more relevant curriculum.

As a direct result of this survey and the consistent listing of Government and History as the least helpful classes, an evaluation of these classes as to their relevancy and design should be made.

It is recommended that a similar, mailed questionnaire be simpler, containing fewer items and be in a format which is compatible with data processing computers.

It is further recommended that due to the incredibly high mobility of adult high school graduates that a questionnaire be formulated and given to the students as a part of their petition to graduate package. This would eliminate the cost of postage and limit the cost to printing and to computer time as it is recommended that this questionnaire also be formated to be compatible with data processing computers.

It is recommended that more publicity for the adult high school diploma program be generated. Many respondents indicated that they believed there was a lack of publicity concerning the program.

This research project is in no way exhaustive. Many aspects of study merit further investigation and study. Those who work with adult high school diploma programs must never cease to let others know the importance of this vital area of education in our heritage, our future and our very survival as a free and democratic society.

> "I think it's great to afford the opportunity to start again in life, and not to have to live with a foolish mistake made earlier in life."[1]

---

1 Quote from questionnaire completed by 1982 graduate.

"I was a proud graduate. It hurt me for four years emotionally that I did not continue with my friends . . . . Thank God I only 'dropped out' of High School and not dropped out of life like so many people! Thank you for my diploma and (for) giving me the opportunity to go back and finish."[2]

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2 Quote from questionnaire completed by 1985 graduate.

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APPENDIX A

MiraCosta College

High School Diploma Program
Building 1254
MCB
Camp Pendleton, CA 92055-5093

Phone: 725-6631

January 24, 1986

Dear MiraCosta College Adult High School Graduate:

We are conducting a survey of the graduates of the MiraCosta College Adult High School Diploma Program (1982-1985). We are enclosing a questionnaire which we would like you to complete and return to us in the envelope provided. The information you provide will help us to improve the High School Diploma Program.

You are very, very important to us. Your response IS necessary. We have very small graduating classes and our students move often so your answers are VITAL!

Remember, you can help improve the program for others. So please sit down and complete the questionnaire now.

Thank you in advance for your cooperation.

Sincerely,

Cecelia (Cece) Pereira

Cecelia (Cece) Pereira
Educational Adminstrator

CP:rc

APPENDIX B

MIRACOSTA COLLEGE ADULT HIGH SCHOOL DIPLOMA PROGRAM 70

GRADUATE QUESTIONNAIRE

1986

PLEASE READ THE QUESTIONNAIRE CAREFULLY AND ANSWER THE QUESTIONS THAT PERTAIN TO YOU.

SECTION I: RESPONDENT CHARACTERISTICS

1. What year did you graduate from MiraCosta Adult High School Diploma Program? _____

2. How old were you when you began the program? _____

3. How many classes did you take from MiraCosta? _____

4. How long did it take you to complete the program? _____
   date started _____ date ended _____

5. At what location did you take the majority of classes from MiraCosta?

   ☐ (a) Oceanside High School ☐ (b) Camp Pendleton

6. What have you been doing since high school? (Check all that apply)

   ☐ (a) working (full-time)
   ☐ (b) working (part-time)
   ☐ (c) school (full-time)
   ☐ (d) school (part-time)
   ☐ (e) unemployed
   ☐ (f) military branch _____
   ☐ (g) homemaker
   ☐ (h) self-employed
   ☐ (i) other _____

7. Sex/age

   ☐ Male
   ☐ Female

   _____ Age

8. Ethnic Background 71

/__/ (a) Spanish surname
/__/ (b) American Negro
/__/ (c) Oriental
/__/ (d) American Indian
/__/ (e) Filipino
/__/ (f) Caucasian, other

9. What specific value has your high school diploma been to you or what specific use have you made of it? (Check all that apply)

/__/ (a) used it to get a job
/__/ (b) used it to get a promotion /__/(1) military
/__/(2) civilian
/__/ (c) used it to enter college
/__/ (d) no use
/__/ (e) other uses _____

_____

_____

SECTION II - EMPLOYMENT

10. Has your major activity since graduation been working? (if your answer is "No" skip to question #17.)

/__/ YES /__/ NO

11. In what type of business or industry have you been employed?

_____

_____

12. How many jobs have you had since graduation? _____

13. What is your current job name or title? _____

_____

14. What MiraCosta courses or experiences (if any) have helped you in your job?

(a) most helpful _____

_____

(b) second most helpful _____

_____

(c) least helpful _____

_____

15. Is your current job one you chose to pursue while you were in high school?

☐ YES ☐ NO

16. Have you been trained in any apprenticeship program(s)? If so, what type? _____

_____

SECTION III - COLLEGE

17. Has your major activity since graduation been as a student in a two year or a four year college? (If your answer is "No" skip to question #24.)

☐ YES ☐ NO

☐ full-time ☐ part-time

18. Did your classes at MiraCosta encourage you to continue your education?

☐ YES ☐ NO

19. When did you decide to go to college?

_____

_____

20. What is the name of your college or university?

_____

21. What is your major? _____

22. What specific job, if any, are you training for? _____

_____

23. What MiraCosta courses or experiences (if any) helped you in your studies?

(a) most helpful _____

_____

(b) second most helpful _____

_____

(c) least helpful _____

_____

SECTION IV - TRAINING (OTHER THAN COLLEGE)

24. Since graduation, have you attended a trade, business, or night school? (If your answer is "No" skip to question #29.)

/__/ YES /__/ NO

25. Name of school(s) _____

_____

26. Jobs or skills you studied _____

_____

27. Types of certificate(s) or license(s) earned _____

_____

28. What MiraCosta classes or experiences (if any) helped you in this training?

(a) most helpful _____

_____

(b) second most helpful _____

_____

(c) least helpful _____

_____

SECTION V - GENERAL INFORMATION

PLEASE ANSWER ALL OF THE QUESTIONS THAT APPLY TO YOU.

29. What is your ultimate occupational objective? _____

_____

_____

30. Are you preparing for this objective in your current job or college major?

☐ YES ☐ NO

31. If you quit college or are not continuing with your education, please give the reason(s). (Please check all that apply.)

☐ (a) too busy

☐ (b) too expensive

☐ (c) waste of time

☐ (d) not smart enough

☐ (e) got married

☐ (f) can earn more money on the job

☐ (g) other _____

_____

32. If you have left school, do you plan to return?

☐ YES ☐ NO

33. What is the most serious problem that you are facing now? (Check one or more.)

☐ (a) unemployment

☐ (b) need more money

☐ (c) family conflict

☐ (d) lack of job skills

☐ (e) health

☐ (f) other _____

_____

34. How could the MiraCosta Program have helped you more?

_____

_____

_____

_____

_____

35. We would welcome any additional comments you would like to make.

_____

_____

_____

_____

_____

Please place the completed questionnaire in the stamped, self-addressed envelope enclosed and mail it within two days.

Thank you again for your help. Your answers will be most helpful in aiding us to improve our Program for future students.

APPENDIX C

APPENDIX C

Cost of Study

Printing Costs	$187.40
Postage to mail questionnaires (914 x .36)	356.46
Postage for business reply envelopes (129 x .40)	51.60
TOTAL COST	$595.46

APPENDIX D

Job Descriptions

Clerical, such as bank teller, secretary, cashier, medical assistant

Craftsman, such as automobile mechanic, machinist, painter, plumber, telephone installer, carpenter, welder

Farmer/Landscaper

Laborer, such as construction worker, car washer, sanitary worker

Military, such as enlisted man or woman in the Armed Forces

Professional, such as accountant, artist, draftsman, cosmotologist

Proprietor or owner, such as owner of small business

Protective Service, such as policeman, security guard

Sales, such as salesman, sales clerk

Services, such a practical nurse, janitor, waiter, food services

Unemployed, unemployed at the time questionnaire completed

APPENDIX E

Ball State University, Ind.	1
Barstow Community College, Calif.	1
Brethren Bible College, location unknown	1
Brownyard Community College, Fl.	1
Cabrillo College, Calif.	1
Cal State University at Fresno, Calif.	1
Cerritos College, Calif.	1
Chemeketa Community College, Ore.	1
De Vry Institute of Technology, Mo	1
Fresno City College, Calif.	1
Louisiana State University, La.	1
Miami Dade Community College, Fl.	1
MiraCosta Community College, Calif.	8
Muskegan Community College, Mich.	1
National University, Calif.	2
Norwark Community College, Conn.	1
Oakton College, Il.	1
Palomar Community College, Calif.	2
Prestonburg Community College, Ky.	1
Red Rock Community College, Il.	1
Saddleback Community College, Calif.	1
San Diego State University, Calif.	1

Southbay Community College, Calif.	1
University of Arkansas, Ark.	1
University of Maryland, Md.	1
Wilbur Wright Junior College, Il.	1

APPENDIX F

The Trade, Business or Night schools attended by the respondents were:

Ashburton Electronics
Chaffey
Connecticut Police Academy
De Vry Institute of Technology
El Dorado College
Fox Valley
Hebbing Vocational
Katherine Gibbs Secretarial School
Lumbeau Real Estate School
May School of Broadcasting
Manhattan Beauty College
National Education Center
Oceanside Beauty College
Regional Occupation Program (R.O.P.)
School Bus Training
Southeast Career Center
Stride Rite Training School

ABSTRACT

A 1986 survey of MiraCosta Adult High School Diploma Program graduates for the years 1982, 1983, 1984 and 1985. The report summarizes the findings of the study which by means of a mailed questionnaire investigated selected characteristics and conditions of graduates. Findings are presented based on 129 returned questionnaires from an original survey sample of 914 graduates (a 14 percent response). Description is presented by the findings of responses to 35 questions or sub-problems which are grouped under five topics: 1. Respondent characteristics; 2. Employment; 3. College; 4. Training (other than college); and 5. General information.

The purpose of this study was to discover the graduates' responses to the 35 questions (sub-problems) in order to evaluate the existing program and to allow the decision maker to make sound and relevant decisions regarding the program (and similar programs) as it now exists, to determine the needs of the program graduates with regard to post-secondary education and to make informed changes in the current program where indicated.

The study also considered, in depth, the impact upon education, particularly upon the adult learner, of three important issues: 1. Proposition 13 (the Jarvis-Gann Initiative), 1978; 2. the issue of who controls adult

education, i.e., the community colleges or the K-12 districts; and 3. Senate Bill 813, 1983 (effective 1986).

The paper is 86 pages long with a primary and secondary bibliography and contains six appendices.